COMMUNICATION

Teaching of Library and Information Sciences through Distance Mode

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Abstract : *Master of Library and Information Sciences (MLISc) happens to be one of the advanced programmes launched by Indira Gandhi National Open University (IGNOU). It made a beginning in 1994. In view of advances made in the areas of library sciences and the information technology boom, a tremendous importance was given to this programme. Moreover, as it was being offered through the distance mode many questions were raised regarding its effectiveness. To make a critical analysis of the intricacies of the programme a detailed case study was made about its impact on the first batch of learners of MLISc attached to the Calcutta Regional Centre of IGNOU. This paper presents the outcome of the case study.*

Introduction

The Indira Gandhi National Open University (IGNOU) Regional Centre for West Bengal located in Calcutta had 158 learners on its rolls for the programme of Master in Library & Information Sciences (MLISc) in the first batch registered in 1994. The batch, the largest vis-a-vis that of the other Regional Centres, consisted of 89 males (56%) and 69 females (44%). A learner is expected to do six core courses and two electives out of the four offered by IGNOU (Appendix 1).

The programme, besides its aspect of education, aims at varied goals. It facilitates personality development (through conduct of seminars), professional training (like computer training), regular interaction amongst learners, and between counsellors and learners (through counselling sessions, seminars, assignments) and exposure to varied audio-visual aids and media (like teleconference, national telecast). In the process each and every learner receives individual attention and is expected to attain certain levels of development. Hence regular contact with the designated study centre, programme-in-charge and counsellors and involvement in all the programme-related activities are essential for successful and timely completion of the programme.

Objectives

Master of Library & Information Sciences (MLISc) is considered to be one of the most prestigious programmes of IGNOU. It contains components like seminars, teleconference, etc., which even the conventional system does not have. There were genuine apprehensions regarding the successful operation of certain activities in the distance education mode. The syllabus was deemed to be most modern and to serve as a model for other universities. Besides, the Calcutta Centre had 158 learners, unheard of in Masters Degree level. So quality assurance was quite a matter of concern. Hence it was but important for us to test and see at the end of the first year as to how far the programme has met with success. Thus this study was launched at the end of the first year to assess the profile of the average learner, what he/she felt about every component of the programme at the time of commencement and at the end, the areas of success and what are left desired in imparting MLISc programme through distance education mode.

Methodoloay

Data were collected with the help of a questionnaire (Appendix-2) which was sent to all the learners. Oral reminders were given to them from time to time. Ninety one (91) learners constituting 58 per cent responded to the questionnaire. Sixty (60) per cent of the respondents were male.

Findings

Scatter of learners

While 42 per cent of the respondents hailed from within Calcutta, another 41 per cent resided in the outskirts of Calcutta. In effect 83 per cent of the respondents were scattered within a radius of 100 kms from the Study Centre (Table-1). The male respondents (49%) were principally from the outskirts whereas the females (61%) resided within the city. Hardly 11 per cent of the females were from beyond 100 kms away from the Study Centre.

Table 1 : Residence : distance from study centre

Sex	Calcutta	Outskirts of Calcutta (within 100 kms)	101-500 kms	Beyond 501 kms
Male	16(29)	27(49)	10(18)	2(4)
Female	22(61)	10(28)	3(8)	1(3)
Total	38(42)	37(41)	13(14)	3(3)

Figures in parentheses indicate percentage

Family background

It was found that 79 per cent of the respondents hailed from families who pursued service as occupation (male 73% and female 89%) followed by agriculture (14%), business (6%) and others (1%). One male learner hailed from labour class (Table 2).

Table 2 : Family background of learners

Sex	Service	Business	Agriculture	Others
Male	40(73)	3 (5)	11(20)	1(2)
Female	32(89)	2(5.5)	2 (5.5)	—
Total	72(79)	5 (6)	13(14)	1(1)

Figures in parentheses indicate percentage

Age pattern

Vast majority (86%) of the respondents were in the age group of 26-45. While females pursued the study mostly at younger age of 26-35 years, major part of males entered the arena much latter during 36-45 year period (Table 3). However, there is no major difference between male (44%) and female (42%) enrolment in the age group of 36-45 years.

Table 3 : Age group of learners (in years)

Sex	Below 25	26-35	36-45	46-55	Above 55
Male	—	20(36)	24(44)	11(20)	—
Female	—	19(53)	15(41.5)	2(5.5)	—
Total	—	39(43)	39(43)	13(14)	—

Figures in parentheses indicate percentage

Marital status

Of the males, 37 per cent had one issue, 13 per cent had two issues, 6 per cent three issues and 2 per cent, four issues. In case of females, 31 per cent had one issue and the rest 8 per cent had two issues. In short, amongst the married 48 per cent had only one issue (Table 4).

It was found that 30 per cent (29% of male and 31% of female) of the respondents were unmarried. Among the rest 70 per cent, 29 per cent had no issue. In effect 40 per cent of male and 61 per cent of female i.e., about 50 per cent of total respondents were free to pursue their studies without the burden of caring for the children (Table 4).

Of the respondents who had children 75 per cent were of the school going age and the rest of the pre-school age (Table 4).

Table 4 : Marital status of learners

| Sex | Unmarried | Married | | | | | | | | |
| | | No. of Children* | | | | | Age group of children** | | | |
	0	1	2	3	4	Pre-school	School going	Others	Total
Male	15(29)	7 (19)	19(51)	7(19)	3(8)	1(3)	10(33)	20(67)	—	37(71)
Female	11(31)	11(44)	11(44)	3(12)	—	—	1 (7)	13(93)	—	25(69)
Total	26(30)	18(29)		44(71)			11(25)	33(75)	—	62(70)

*   3 males did not respond.

**   In case of more than one child, the age group of the youngest only is considered.

Figures in parentheses indicate percentage

Financial status

The major part (45%) of the respondents belonged to the lowest income bracket i.e., monthly family income upto Rs.5,000. Besides, this group is consisted principally (75%) of males (who appears to the lone bread-earner). The majority of females (72%) were placed in higher income group ranging from Rs 5,001-20,000 (Table 5).

Table 5 : Monthly income of learners (in Rs.)

Sex	upto 5.000	5.001-10.000	10. 001-20. 000	20.001-30.000	30.000 +
Male	31(56)	18(33)	4 (7)	2(4)	—
Female	10(28)	13(36)	13(36)	-1	—
Total	41(45)	31(34)	17(19)	2(2)	—

Figures in parentheses indicate percentage

Qualification

Majority (53%) of the respondents were post-graduates, to whom MLISc would be a second Master's degree. Fifty eight (58) per cent of them had arts as their background. There were also M.Phil, MBA and M.Stat (one each) and two Ph.D holders amongst the respondents (Table 6).

Table 6 : Highest qualification

Sex	Graduate B.A./B.Sc./B.Com.	Postgraduate M.A./M.Sc./M.Com.	Others
Male	26 (47)	27 (49)	2 (4)
Female	13(36)	21(58)	2 (6)
Total	39 (43)	48 (53)	4 (4)

Figures in parentheses indicate percentage

Employment

Of the respondents 19 per cent were unemployed. More females were unemployed than males. While 16 per cent of males were without job it was 22 per cent amongst females (Table 7).

Among the employed, the major components (42%) had 11-15 years of service followed by the other extreme of 1-5 years service constituting 20 per cent of respondents (Table 7).

The employer was overwhelmingly the government. Eight five (85) per cent of the respondents were employed in government organisations (including government-sponsored and government-funded libraries). The rest 15 per cent were engaged by private or corporate bodies (Table 7).

As regards the field of experience, 92 per cent have been associated with library service as their career, the remaining 8 per cent constituted of one system manager, one library clerk and four in unrelated areas inclusive of a street vendor (Table 7).

Table 7 : Employment details

Sex	Unem-ployed	Employed									
		Length of Service (Yrs)					Field of Service		Employer		
		1-5	6-10	11-15	16-20	20+	Lib.	Others*	Govt.	**Pvt.	Corp.
Male	9(16)	4 (9)	8(17)	23(50)	3 (7)	8(17)	41(89)	5(11)	43(94)	2 (4)	1(2)
Female	8(22)	11(39)	5(18)	8(29)	4(14)	—	27(96)	1 (4)	20(71)	6(21)	2(7)
Total	17(19)	15(20)	13(18)	31(42)	7(9)	8(11)	68(92)	6(8)	63(85)	8(11)	3(4)

*   Clerk, System Manager, Street Vendor, etc. (i.e. move from the field of documentation and information sen/ice)

**   Including Government-sponsored libraries and government-funded (fully/partiallyl libraries. *Figures in parentheses indicate percentage*

As regards experience in documentation and information service, there was none. Only nine respondents (10%) were found to have partial working experience in this crucial area. This is named crucial area since the MLISc programme of IGNOU, especially the core courses, are near totally information science oriented. There is very little of the conventional library science in the core courses of the said MLISc programme. Hence lack of exposure of learners to this field poses challenges to the academic counsellors as well as learners. On the one hand, it is quite a job for a counsellor to familiarise/ introduce the learners to the new concepts and take them forward in the limited time. On the other hand, an average learner gets overwhelmed at the new sphere towards the beginning of the programme. There is an instance when one student walked out of a counselling session declaring that the programme is not his cup of tea. However, among the IGNOU alumni there were a total of 30 per cent learners having some previous exposure to library and documentation/information service. The remaining 70 per cent of the respondents were total strangers to the information service-orientated syllabus (Table 7).

In spite of the fact that the syllabus is in variance entirely with what the candidates were familiar and confident about, they consciously elected this programme knowing all the ramifications/implications. It is evident from their responses to the following three issues viz., reasons for joining the programme, opinions on quality and content of the programme and inclination to recommend friends to join MLISc programme of IGNOU.

Reasons for joining the programme

The reasons for doing a programme, especially while in service, is mostly construed to have links with immediate benefits viz., promotion. The responses to the questionnaire have dispelled this general belief. It was observed that 29 per cent of them did the programme "to acquire the latest knowledge and a degree". On the top of it, another 31 per cent ascertained that it was for acquiring knowledge and a degree as well as for improving job prospects. 'Promotion' as a sole motive figured only in 15 per cent cases (Table 8).

Table 8 : Reasons for joining MLIS programme

Sex	Improve prospects of job	To acquire eligibility for promotion	To acquire latest Know-ledge & degree	Others			
				2+3	2+4	3+4	2,3+4
(1)	(2)	(3)	(4)	(5)			
Male	8(15)	4(7)	16(29)	2 (4)	16(29)	4(7)	5(9)
Female	6(16)	1(3)	10(28)	5(14)	12(33)	1(3)	1(3)
Total	14(15)	5(5)	26(29)	7 (8)	28(31)	5(5)	6(7)

Figures in parentheses indicate percentage

Opinion on Quality and Content of the Programme

On the issue of what the respondents felt about the quality and content of the MLISc Programme, the vast majority of 70 per cent (71% male; 69.5% female) opined that it was "too high but should be maintained". The other alternate suggestions were that it was at "desirable level only" (17%-15% of male and 20% of female) and "too high and should be toned down" (13%-15% of male and 11% of female) (Table 9).

Table 9 : Opinion on quality and content of the programme

Sex	Too high-tone Down	Too high but maintain	Desirable level only
Male	8 (14.5)	39 (71.0)	8 (14.5)
Female	4 (11.0)	25 (69.5)	7 (19.5)
Total	12(13.0)	64 (70.0)	15(17.0)

Figures in parentheses indicate percentage

Will he recommend his friend?

On the question on whether the respondents would recommend IGNOU if a friend approached him/her for advice in seeking admission to MLISc programme of IGNOU, 98 per cent said that they would go for IGNOU. However, 2 per cent qualified this answer stating they would do it only to employed friends.

The responses on reasons for joining MLISc programme of IGNOU, on quality and content of the programme and the inclination to recommend IGNOU to friends are found mutually consistent and reinforce the respondents' eagerness to catch up with the latest in the field in spite of the fact that most have to turn a new leaf.

While eliciting the opinion of the learners on the quality and content of the programme, they were also invited to voice opinion on introduction of new courses, if any. There have been some responses but stray in nature. They are listed below (percentage of responses is given in parentheses)

> Classification and Cataloguing-indepth (9%)
>
> Documentation, Indexing & Abstracting (6.5%)
>
> Multimedia (4.5%)
>
> Bibliometrics (4.5%)
>
> Marketing Concepts (2%)
>
> Communication Science (1%)
>
> Public Library System (1%)
>
> Library Administration (1%)
>
> Languages (French, German) (1%)

While 17 per cent of respondents felt that the present courses would suffice, the rest (52.5%) offered no comments.

Components of the Programmes

We have attempted to elicit response on various components of the programme delivery like counselling, assignment, seminar and computer-based practical (vide Appendix-1 for brief sketch of components of the programme).

Counselling sessions

It emerges from the responses that 97 per cent of the respondents preferred to attend the counselling sessions (on going through the attendance record it was found that on an average 40% of learners attended the counselling sessions).

Of those who preferred to attend the counselling sessions, 78 per cent were of the view that the present 20 hours of counselling should be extended further. It was argued that as the content/quality/standard of the syllabus were of a high order, as study materials were highly compressed, as information science being entirely a new subject, as gap existed between BLISc and MLISc syllabi, and as reading from sources other than

reading material was not practicable for those who were not attached with Calcutta (for work or residence), more hours of counselling should be allowed for expedient amount of discussion of the subjects.

Tutor Marked Assignments (TMAs)

All except one believed that the Tutor Marked Assignments (TMAs) would help them in their study and that they had done them in the seriousness and spirit they deserved. Some felt that the assignments prompt one to study the entire course seriously. Many of them were of the view that assignments made them conscious of their commitment and so developed the habit of study well in advance of the examinations. However, there have been complaints that comments on answers were not adequate in some cases.

The counsellors had different views on the assignments. They found that students were not very serious about their assignments. Iri most of the cases assignments were mere copy of the study material, blind or otherwise. Hence they did not have much to offer by way of comments in case of copying in assignments. The informal discussion with the counsellors have brought forth two suggestions viz., (a) study materials should be supplied well in advance and (b) date of submission of assignments should be at a time when some amount of counselling had taken place, in which case learners could be properly guided/motivated towards better outputs. There have also been suggestions that the questions for assignments should be set in such a way that one would be forced to consult sources other than study material to prepare the answer.

Computer practicals

We had asked the respondents "Given the fact that the computer practicals were more of exposury nature, did you feel that 36 hours were more or less sufficient?"

While 68 per cent of the respondents felt that 36 hours of practical were not sufficient, the rest (32%) were of the other view. Regarding the conduct and content of the practical, 72 per cent were satisfied. They liked to have more computer time. In respect of the former, as an immediate solution, the learners were encouraged to familiarise themselves well in advance with the keys of a computer or a typewriter so that no time would be wasted searching for keys during the limited hours of practicals.

Some respondents expressed dissatisfaction over absence of LIBSYS (a library management software package) in the practical. The University had originally planned to supply this package too (besides the CDS/ISIS package) to all MLISc Work Centres (for the limited purpose of conducting of practicals) which could not be implemented due to administrative problems.

Seminars

All the respondents without exception reiterated that the decision of IGNOU to incorporate the concept of seminar has benefited them vis-a-vis similar programmes in other universities. While 61 per cent felt that it benefited them, 39 per cent opined that they benefited enormously. As regards the gains they derived from taking part in the seminar, 45 per cent believed that it improved their skill in public communication and 39 per cent were of the view that it enhanced their confidence.

Respondents felt that the seminar was a unique experience (for many a first time event) and enjoyed it thoroughly ("the best thing happened to us"). Some felt that they could experience a tremendous change in them between the first and the last (5th) seminar. They also provided an opportunity for self-evaluation. They believed that this transformation would help them immensely in their work place, public forums, professional gatherings, etc. The enthusiasm and satisfaction among the learners were loud and clear.

It has been felt by some respondents that the number of participants should be less than what was being allowed. Similar view had been expressed by some counsellors too. The optimum suggested has been 20 (10 learners each in a group in the place of 12-13 now). It should allow reasonable time for presentation of papers and participation and also leave some room for dropping tips (by counsellors) on improving one's performance in all departments of the session.

While paucity of time did pose a serious constraint, we had identified another two weak elements in the conduct of the seminar. One was the observation element and the other the report writing. During the observation hour a learner is expected to raise meaningful comments, which could also trigger off further discussion on the papers presented by the opposite group. Many efforts were put up by the counsellors to improve this exercise. Though some improvement could be observed, they were not upto the mark. As regards presentation of papers, within 3-4 minutes duration, it had been found that the students improved tremendously from one seminar to another based on the comments of the counsellors, and on own observation of how others do. The other weak point has been in the department of report writing. The briefing on report writing did not help much. The primary reason behind the lacuna was improper management of group dynamics. The students have, however, been instructed to study seminar proceedings published in journals like ILA Bulletin and IASLIC Bulletin to improve themselves. They were also provided with a sample report which was discussed in the counselling sessions.

How Did They Feel 'Then' and 'Now'?

The programme of MLISc launched in 1994 was a maiden attempt. The educational mode, various and novel components of the programme and the advanced form of the syllabus were new to an average student. The faculty who conceived these components were themselves keeping their fingers crossed (as was expressed in a IGNOU faculty-counsellors meet). We asked the students of what they felt in the beginning and at the end of the programme. The answers we received were interesting and valuable. These are given below under certain broad headings.

Syllabus

In the beginning majority of the respondents appeared to entertain misgivings about the vastness and modernity of the syllabus. They felt it was 'too tough' and 'too vast'. They feared that they would fail to meet the high expectations of the syllabus. They were particularly apprehensive about the computer-based components.

The impression of the respondents at the end of the programme regarding the syllabus was assorted. A good number of them who in the beginning had felt that the syllabus was too tough and vast did not respond to the question on how they felt at the completion of the programme which should imply that their impressions did not change. It would not, however, mean that they wanted the syllabus to be toned down, on the contrary only 13 per cent asked for such an action as is evident from elsewhere in our report under opinion on quality and content of the programme. In fact, 70 per cent of the respondents felt that the level of the syllabus was too high but should nevertheless be maintained.

In short, while the apprehensions about the syllabus still haunted quite a large number of respondents (10%), others had outlived the fear psychosis by the end of the programme.

Components of the programme

Many a respondent had problems in the beginning with various components of the programme especially the counselling (7.5% of responses) and seminar (5.5% of responses). As regards counselling the problems were with the limited number of sessions and the methods applied therein. Some were scared about their commitments at the seminars.

The impressions at the end of the programme were of satisfaction and confidence.

System

A few respondents (9%) had believed that the distance education system (of IGNOU) including various inputs of the programme was very complex compared to other universities. But at the end of the programme they felt that the system had worked quite smoothly.

Mode of education

Some (5.5%) were apprehensive of the non-conventional (distance education) method of teaching. But at the conclusion of the programme they found the mode quite effective and scientific.

Shortage of time

Some respondents (5.5%) had assumed that a programme so vast and complicated could not be completed in one year. They, however, appreciated the facet of openness according to which a maximum of four years for completion of the programme is permissible. This aspect provided flexibility and a learner could study according to his own pace and convenience.

Two specific cases worth mentioning here were: one believing that taking up a study of this dimension after a gap of 16 years would have been disastrous and another that he, being a hawker, would not have found time. Both felt at the end of the programme that it suited them well.

In short, the impression of the respondents in the beginning and at the end of the programme can be represented in the following statement of a learner "The programme was like a cancer in the beginning, turned out to be a tumor at the end".

An Experience to Remember

As every programme has its high and low points, learners' experiences also had sweet as well as sour flavours. In order to gauge this we asked the learners to register their most exciting and the most depressing experience during the programme.

The most exciting experience

As is evident all through this study, the 'most exciting experiment' for the learners have been ("the best thing that has happened to us") the seminar. This has been endorsed by 43 per cent of the responses. On the top of it, another 24 per cent stated that both seminar and practical were their high points during the tenure. Computer exposure was another significant milestone in case of 24 per cent respondents followed by teleconference (6%). There were a few responses highlighting the excellence of the study materials.

The most depressing experience

The focus of depression was counselling sessions. Thirty seven (37) per cent of respondents found some aspect or other of the counselling sessions most depressing. They were last minute cancellation/postponement of sessions, absence of counsellors on schedule, poor quality of communication, inconvenient scheduling of counselling sessions, etc. Another two major issues (8% respondents each) were on late/non-receipt of study materials, and handling of tutor marked assignments.

Limitations of the Case Study

The study suffers from the following limitations:

- The case of dropouts (defined as those who did not attend non-optional components like seminars, practicals etc.) and the problems of learners from distance were not surveyed as to assess their constraints vis-a-vis the distance education mode.

- Except for occasional comments, observations/opinions of the academic counsellors are absent.

- It being the survey of the first batch alone, it is devoid of any trend analysis.

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APPENDIX – 1

Components of the MLISc Programme, IGNOU

1. The Courses

   The MLISc Programme comprises of ten courses of which six are compulsory and two electives (out of four offered). The courses are as under:

   Core Courses

MLIS-O1	Information, Communication and Society
MLIS-02	Information Sources, Systems and Programmes
MLIS-03	Information Processing and Retrieval
MLIS-04	Information Institutions, Products and Services
MLIS-05	Management of Library and Information Centres
MLIS-06	Application of Information Technology

   Elective Courses

MLIS-E1	Preservation and Conservation of Library Materials
MLIS-E2	Research Methodology
MLIS-E3	Academic Library System
MLIS-E4	Technical Writing

2. **Other Components**

   (i) *Counselling Sessions:*

   Ten (10) sessions of two hours, duration each are conducted for each course on Saturdays and Sundays. Counselling sessions are not compulsory. The academic counsellor 'guides' the learners through the study material as 'interpreter' and as 'facilitator' to enable them to understand different problem areas.

   (ii) *Study Material:*

   The written material for both theory and practical components of the Programme is supplied to the learners in batches of blocks for every course.

   (iii) *Assignments:*

   Each learner has to do three assignments: two Tutor Marked Assignments and one seminar/ computer practical in each of the six core courses, and two electives opted by a learner. Assignments carry 30% weightage in the continuous evaluation of a course and are pre-requisites to qualify for the term-end examination.

   (a) *Tutor Marked Assignments (TMAs):*

   Learners are expected to answer questions supplied to them with the course material. The completed assignments are evaluated and elaborately commented upon by the concerned counsellors. Learners are expected to take advantage of such guidance on receipt of the evaluated assignments.

   (b) *Seminar*

   Participation in 5 seminars (i.e., related to MLIS-01,02,05 and two electives) is compulsory. Each seminar is of four hours' duration. Each learner will be assessed individually on the basis of pre-seminar preparation, presentation of paper, participation in the observation, and report writing. Report writing is a group activity.

(c) Computer Practicals:

Participation in 9 practical sessions of 4 hours each (36 hours in total) related to 3 courses (MLIS-03, 04 & 06) is compulsory for each learner. It is meant to expose them to the use of modern information technology.

*(iv) **Teleconference Sessions:***

With help of one-way video and two-way audio method through satellite communication, IGNOU brings together the learners and counsellors at various Regional Centres and faculty members of IGNOU at New Delhi in an interactive mode of discussion. The learners get an opportunity to directly interact with the experts in the field and get clarifications to some problems they encounter with regard to their study.

*(v) **TV telecast, field visits, etc. too constitute other components of the programme.***

APPENDIX-2

IGNOU REGIONAL CENTRE, CALCUTTA
MLISc Programme: 1995 - Questionnaire

1. Name & Enrolment No. :

2. Sex : Female/Male

3. Residence :
    - (i) Calcutta
    - (ii) Outskirts of Calcutta (within 100 kms)
    - (iii) Between 100-500 kms
    - (iv) Beyond 500 kms

4. Age Group :
    - (i) Below 25 years
    - (ii) 26 - 35 years
    - (iii) 36 - 45 years
    - (iv) 46 - 55 years
    - (v) Beyond 56 years

5. Family Background :
    - (i) Service
    - (ii) Business
    - (iii) Agriculture
    - (iv) Others (specify)

6. Marital Status :
    - (i) Unmarried
    - (ii) Married
        - (a) No. of children
        - (b) Age group of children:
          (School going/College going/Others

7. Income of family
    (Monthly) :
    - (i) Upto Rs. 5,000
    - (ii) Rs. 5,001-10,000
    - (iii) Rs.10,001-20,000
    - (iv) Rs. 20,001-30,000
    - (v) Beyond Rs. 30,001

8. Your Qualifcations :
    - (i) BLISc: Year of passing _____
      Division/Class _____
    - (ii) Highest Qualification _____ .
      Year of passing _____
      Division/Class _____

9. Are you employed :
    - (i) No
    - (ii) Yes
        - (a) Length of experience in library service
          in documentation/information service
          others, if any (specify)
        - (b) Present designation
        - (c) Institution attached to:
          Govt/Govt financed
          Private
          Corporate/multinational

10. Are you an alumnus of IGNOU? :   Yes/No

11. Reason for joining   :   (i)   To improve prospects of job

     MLISc Programme   (ii)   To acquire eligibility for promotion

                                (iii)   To acquire latest knowledge and the degree

                                (iv)   A combination of _____

                                (v)   Any other

12. Counselling.Sessions   :   (i)   You prefer to attend

                                (ii)   You do not prefer to attend

                                           (a)   Given the fact that in distance education, counselling sessions will have a very limited role, do you feel that the present 20 hours of counselling is justified? If not your opinion please.

                                           (b)   Given the fact that the counsellor is not a 'teacher' but an 'interpreter/facilitator' do you feel it is worth for your while to attend the counselling sessions? Yes/No

13. Assignments   :   (i)   Do you believe that assignments will help you in your study?

                                     Yes/No

                                (ii)   Your opinion on the evaluation of the assignments

                                (iii)   You have done the assignment

                                           (a)   in the seriousness and spirit it deserved

                                              Yes/No

                                           (b)   Not seriously

                                              Yes/No

14. Computer Practicals   :   (i)   Given the fact that the practicals were more of exposury nature, do you feel that the 36 hours were more or less sufficient? Yes/No

                                (ii)   Where you satisfied with the conduct of practicals, its contents, and evaluation of students?

15. Seminar   :   (i)   Do you feel that by taking part in the seminar sessions you have:

                                           (a)   Shed shyness and fear

                                           (b)   Improved skill in public communication

                                           (c)   Enhanced self-confidence

                                           (d)   Received personal attention from counsellors

                                (ii)   Do you feel that the decision of IGNOU to incorporate the concept of seminar has benefited you vis-g-vis similar courses in other universities.

                                           (a)   benefited

                                           (b)   benefited enormously

                                           (c)   not benefited

                                (iii)   Your impression on conduct of seminars and evaluation of students.

16. Do you feel that the   :   (i)   too high and should be toned down
quality and content of   (ii)   too high but should be maintained
the MLISc Programme is   (iii)   desirable level only

17. Your opinion on
introduction of new
courses (papers): if any,
as compulsory/electives.

18.   :   (i)   State very briefly your personal impressions, fears, apprehensions, expectations etc, of the programme at the beginning of the Academic Year.

                              (ii)   Your present impressions about the programme.

19. If a friend of yours approaches   Yes/No
you for advice on seeking
admission in MLISc programme
of IGNOU or another university,
will you recommend IGNOU?

20.   (i)   Describe very briefly your most exciting experience during MLISc programme.

                     (ii)   Your most depressing experience, if any.

21. Evaluation of counselling sessions

Course	Not upto my requirement	Just upto my requirement	Very good	Remarks, if any
MLIS - Core Courses				
01				
02				
03				
04				
05				
06				
MLIS - Electives				
01				
02				
03				
04				
Seminar				

                                             Signature
                                             Name & Enrolment No.
                                             Date :

NB: All questions except 1,8-9,11-15,17-18, 20-21 may be tick marked.